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AUTHOR Suffet, Eileen
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ABSTRACT

A project was conducted at Manor Junior College, Jenkintown, Pennsylvania, to design and implement a development conference for all faculty and staff who have a direct impact on vocational students. Emphasis was placed upon improving the quality of instruction, updating teacher competence, and introducing learning mechanisms for improving program relevance and quality. The conference was held March 2-3, 1988, in Chestnut Hill, Pennsylvania. A series of 18 different workshops and seminars addressing the needs of those faculty and staff who serve vocational education students and programs was presented. A series of follow-up workshops on evaluating the retention programs at the college was presented during May and June 1988. Feedback from the majority of the 68 persons who attended the conference was positive, although some participants recommended increased depth in future conferences. (A workshop schedule is included in this report.) (KC)

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FINAL REPORT

PERSONNEL DEVELOPMENT FOR PERSONS HAVING AN IMPACT ON VOCATIONAL EDUCATION

86-8005

EILEEN SUFFET

MANOR JUNIOR COLLEGE

JENKINTOWN, PENNSYLVANIA

SEPTEMBER 29, 1988

PENNSYLVANIA DEPARTMENT OF EDUCATION

BUREAU OF VOCATIONAL AND ADULT EDUCATION

CURRICULUM AND PERSONNEL DEVELOPMENT SECTION

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II. Final Report Summary

A. Abstract

1. Agency: Manor Junior College
Fox Chase Road
Jenkintown, PA 19046

Project Title: Personnel Development for Persons Having an Impact on Vocational Education

Contract Number: 86-8005

Funding Period: July 1, 1987 - June 30, 1988

Approved Funds: $20,024

2. Statement of Purpose

The purpose of this project was to design and implement a development conference for all faculty and staff who have a direct impact on vocational students. Specific emphasis was to be placed upon improving the quality of instruction, updating pedagogical competence of teachers, and introducing learning mechanisms for improving program relevance and quality.

3. Objectives

a. To provide a series of in-service workshops and seminars that addresses the needs of instructors and other people serving vocational educational students and programs.

b. To have vocational instructors who teach diverse student populations incorporate into their regular teaching strategies the new techniques learned in the in-service workshops.

c. To provide program administrators with a mechanism to formally conduct program review and evaluation.

d. To significantly increase the involvement of the Allied Health and Business Community in vocational education programs.

e. To impact on student success by strengthening classroom teaching and curriculum, and by improving students' ability to learn, thereby increasing the number of students who successfully complete their occupational programs from 48.1% to 60%.

f. To improve teaching strategies and curriculum relevance to insure that 100% of those students who complete their occupational programs are employable in the occupations for which they were trained.

4. Objectives Achieved

a. The Manor Junior College Personnel Development Conference was held on March 2nd and 3rd, 1988, at the Sugarloaf Conference Center, 9230 Germantown Avenue, Chestnut Hill, PA. A series of 18 different workshops and seminars addressing the needs of those faculty and staff who serve vocational education students and programs were presented. (See attachment 1 for a listing of presentations). A series of follow-up workshops was presented during May and June on evaluating the retention programs at Manor Junior College.

b. Questionnaires were designed and distributed to vocational teachers and students in December, 1987 and

April, 1988. (See attachment 2 for a sample copy). Information gleaned from these questionnaires indicated that teachers increased their variety of instructional activities. An average of 8 activities was employed in the classroom on a more frequent basis. Faculty who "never" or "infrequently" employed a teaching strategy indicated that they are currently using the new techniques learned. Each teacher is using an average of two new teaching strategies in his/her classroom. In response to the question, "Have you used any of the ideas that were presented at the conference in your classroom?", the following statements were made:

(1) "Before attending the conference, I would assign sentences from the book and have them (students) work individually. Now I let them work in small groups on this practice work."

(2) "When asking students if they have questions, I now silently count to 10 before going on to other material."

(3) "I'm asking questions to stimulate student responses on each thinking level."

(4) "I'm constructing my questions a little differently using ideas I learned at the seminar."

(5) "I will use some next year."

(6) "I am more confident in the classroom. I can develop presentations and deliver material with a more direct approach.

c. A workshop entitled "Developing a Core Curriculum" addressed methods that should be used in conducting a review and evaluation. Also, a series of follow-up workshops on how to evaluate the existing retention program on Manor's campus was provided for members of the administration, faculty and staff.

Personnel Development Conference Evaluations were distributed to all participants. Forty-three evaluations were returned. In response to the question, "Do you believe this conference provided Administrators with a mechanism to formally conduct program review and evaluation?:

19 people or 44% responded "YES"
4 people or 9% responded "NO"
20 people or 46% responded "NOT APPLICABLE"

It appears that those people who participated in the workshops that addressed the issues of program review and evaluation did increase their knowledge. A concrete design for doing such a review was not generated during the conference.

d. Information gleaned from the evaluation indicated the following:

21 people or 49% responded "YES"
4 people or 9% responded "NO"
18 people or 42% responded "NOT APPLICABLE"

It is not clear as to why 42% of the population responded "NOT APPLICABLE." Of those who did respond YES/NO, 84% agreed that the conference would impact positively on the Allied Health's and Business Community's involvement in educational programs. Because specified members of the professional community were invited to participate in this conference, discussions were initiated on methods that could be employed to increase articulation.

e. A number of workshops that were scheduled addressed classroom teaching, curriculum, and retention tools that could improve students' ability to succeed. A final determination regarding the success of this goal cannot be made until May, 1989 when the 1987 freshman class graduates.

f. In June, 1989 the Project Administrator will send a questionnaire to the directors of each occupational program. The questionnaire will address each of their respective student's employment preparedness. Specific information regarding student's level of occupational skills and communications skills will be sought. A second questionnaire will also be sent to 1989 graduates. They, too will be asked to comment on their occupational skills. The combined information from these two groups will be studied to determine the success of this objective.

B. Financial Summary

	Approved	Spent
Instructional Salaries		
Workshop Facilitators	$ 5,075	$ 5,050
Non-Instructional Salaries/Benefits		
Project Grant Administrator		
10% $29,640	$ 2,964	$ 2,964
Benefits @ 10%	592	592
Project Coordinator		
8 hours/week @ $15/hour-32 weeks	$ 3,840	$ 3,840
benefits @ 10%	384	384
TOTAL ALL SALARIES/BENEFITS	**$12,855**	**$12,830**
Supplies		
Participant folders and informational inserts @ $6 per participant	300	300
Facilities		
Costs for meeting rooms, meals, sleeping quarters and service for 2 days @ $107.31/ person - 64 people	$ 6,869	$ 6,868
TOTAL BUDGET	**$20,024**	**$19,998**

III. Project Approach/Methodology

The scope of this project was to design and implement a professional development conference that met the needs of both faculty and staff at Manor Junior College and which could ultimately impact favorably on Manor's vocational students. Vocational college personnel have a complex responsibility. Because a single classroom setting has students that are classified as "academically disadvantaged", "regular", "honors", part-time adult, and traditional age, Manor sought to improve the responsiveness and skills of people who serve this unique group of people who have such different needs. Manor also recognized that the changing technologies in Allied Health and Business must be addressed in their curricula and in their classrooms if students are to be prepared for the work force upon graduation.

In an effort to address these issues, a two-day conference was planned and implemented by both the Project Administrator, Mrs. Eileen Suffet, and Coordinator, Ms. Nancy Salazar, during the Fall and Winter months of the project year. Both individuals met on a weekly basis to plan and review the ongoing activities of each in order to insure the success of the project. Meetings with faculty and staff were held on two occasions to discuss ideas relating to the format of the conference. A needs assessment was designed and distributed by the project leaders to identify issues of concern and potential resource people who could be called upon for presentations. The questionnaire used for the assessment directed attention to 1) teaching a diverse student population, 2) curriculum

development, 3) program relevance, and 4) student support services. The formalization of the in-service was made after analyzing the results of the questionnaire and combining it with material and information obtained during faculty/staff meetings.

During Fall, 1987, a team of qualified expert program facilitators were identified and invited to participate in the conference. Because of time constraints, it was decided that the best choice for identifying appropriate people was through networking. Various people at educational institutions including Manor's faculty and staff were contacted.

The workshops were packaged under two headings, one for Instruction and one for Improving the Quality of Curriculum. When contracting with a presenter, the director requested abstracts or outlines of talks to assure appropriateness of topic within the framework of the conference goals.

Scheduling workshop hours and formalizing a conference brochure took considerable time because the number of anticipated participants increased due to the interest that had been generated in the planning process. As a result, additional workshops and presenters were sought in order to accommodate everyone who wanted to attend. Sixty-eight people registered for the conference. (The project was planned for fifty people). Sixty-four people attended. (See Attachment 3).

IV. Project Summary

The rationale for designing this development conference was to address the unmet needs of an everchanging diverse vocational student population inside the classroom and to meet the challenges of changing technologies in Allied Health and Business as they relate to Manor's curricula. Specific needs that necessitated concentration were:

A. the effectiveness of instruction inside the vocational classroom as it relates to student ability, relevant technological data, skills, and equipment.

B. the methods and procedures used by administration, faculty, and staff in planning and developing the future of existing programs with respect to student needs.

No major problems were encountered during any phase of this project. Minor problems with the increased numbers of people who wanted to attend were handled by increasing the number of workshops offered in each of the scheduled sessions. Funds were appropriated by decreasing the number of dollars originally planned for each presentor.

According to the feedback received at the conclusion of the conference, the majority of participants believed that the conference was a success and that the objectives for the project were being addressed.

Personnel did, however, recommend that future development conferences should include a series of workshops that offered material

of increased depth. Some members of the faculty and staff indicated that some of the workshops were too basic. The project leaders recognized this issue as a potential problem when first planning the topics. Since there was no precedent in this college for such a conference and since there was no record of previous courses that personnel had taken, it was felt that foundation courses should be offered as a baseline.

Conference rooms were equipped with audiotape machines so that a record of each class could be kept on file in the central library. Faculty and/or staff who were unable to attend a particular session can now avail themselves of these tapes.

On an educational level, the conference offered numerous classes which addressed issues of concern both in and out of the classroom. On a personal level, the conference provided an arena for Manor's faculty and staff to gather together and share administrative and classroom experiences, new and successfully tried teaching techniques, and updates on the occupations for which students are being educated. The good natured arguments on issues in vocational education and educational philosophies contributed to a sense of community among participants and a renewed dedication to vocational education.

1988

MANOR JUNIOR COLLEGE PERSONNEL DEVELOPMENT CONFERENCE

WEDNESDAY, MARCH 2ND
THURSDAY, MARCH 3RD

BEST COPY AVAILABLE

SUGARLOAF CONFERENCE CENTER
9230 GERMANTOWN AVENUE
CHESTNUT HILL, PA 19118
215- 242-9100

MANOR JUNIOR COLLEGE
PERSONNEL DEVELOPMENT
CONFERENCE

ACKNOWLEDGEMENT

The Manor Junior College Personnel Development Conference is being supported with funds obtained from the Carl Perkins Vocational Education Act. Members of the Administration, Faculty, and Staff wish to acknowledge their gratitude to the Commonwealth of Pennsylvania for recognizing the value in supporting this project.

GENERAL INFORMATION

Registration

There are no conference registration fees, overnight room or meal costs being charged to the administration, faculty, and staff who are attending this meeting. The Carl Perkins funds are supporting the entire project. Preregistration forms must, however, be completed. This will constitute your commitment to participate in the conference.

Registration forms will be used to reserve space for you in scheduled meetings and to determine your accommodations at Sugarloaf. Room cancellations will be accepted by the Conference Center up to February 17, two weeks prior to the meetings.

Meeting Dates

The faculty/staff development conference has been scheduled for Wednesday, March 2, and Thursday, March 3. Since classes are not being cancelled on March 2, faculty must meet with their students if they choose not to attend the conference. Faculty are encouraged to attend this conference and it is, therefore, recommended that other arrangements be made with students to make up for the lost scheduled class time.

Guest Rooms

There are 34 guest rooms, each room accommodating two people. Please coordinate and notate the person with whom you wish to share a room or arrangements will be assigned.

Dining Hall

All meals will be served in the Dining Hall located on the ground floor of the Greenfield Center at SugarLoaf.

KEYNOTE ADDRESS

Dr. Robert Bernoff, Campus Executive Officer of Penn State University, Ogontz Campus will deliver the keynote address on Wednesday evening, March 2, at 7 p.m. His topic "Effective Planning and Managing by Administration and Faculty" addresses troublesome issues academicians have been facing during the 1980's as well as his recommendations for maximizing faculty's chances in dealing successfully with these issues.

Dr. Bernoff served as a member of the faculty at Ogontz campus for seventeen years with the rank of Professor of Science and General Chemistry. He has held the position of Campus Executive Officer for the past nine years. Ogontz has approximately 100 full-time faculty and over 2,000 full time students.

CONFERENCE SCHEDULE OF EVENTS
WEDNESDAY, MARCH 2, 1988

8:00 a.m.-9:00 a.m.	Registration and Coffee	Reception Hall
9:00 a.m.- 12:00 p.m.	Session I Workshops	Conference Rooms
12:00 p.m.-12:30 p.m.	Free	
12:30 p.m.- 1:30 p.m.	Lunch	Dining Hall
1:30 p.m.- 4:30 p.m.	Session II Workshops	Conference Rooms
4:30 p.m.- 5:30 p.m.	Free	
5:30 p.m.- 7:00 p.m.	Dinner	Dining Hall
7:00 p.m.- 8:30 p.m.	Keynote Speaker Dr. Robert Bernoff Campus Executive Officer Penn State University Ogontz Campus	
8:30 p.m.- 11:00 p.m.	Evening Entertainment and Refreshments	Conference Room "A"

CONFERENCE SCHEDULE OF EVENTS
THURSDAY, MARCH 3, 1988

7:30 a.m.- 9:00 a.m.	Breakfast	Dining Hall
9:00 a.m.-12:00 p.m.	Session III Workshops	Conference Rooms
12:00 p.m.-12:30 p.m.	Free	
12:30 p.m.- 1:30 p.m.	Lunch	Dining Hall
1:30 p.m.- 4:30 p.m.	Session IV Workshops	Conference Rooms
4:30 p.m.- 5:00 p.m.	Closure and Evaluation	Conference Room "A"

WEDNESDAY, MARCH 2, 1988

SESSION I - 9:00 a.m. - 12:00 p.m.

A. 9:00 a.m. - 12:00 p.m.

Presentations In and Out of the Classroom

Presentation skills from the listeners point of view will be addressed. This workshop will focus on techniques for preparation and delivery of any informative speech or lecture. Topics included are: a systematic approach to organizing a presentation, how to handle questions effectively, non-verbal aspects of delivery and using visuals. Each participant will have the opportunity to be video-taped.

Marjorie Brody, M.A. Senior Associate Professor of Speech
Bucks County Community College

B. 9:00 a.m. - 10:00 a.m.

Characteristics of Effective Teaching

Teaching behaviors that enable the educator to become more effective inside the classroom will be identified. The session involves a self-evaluation to pinpoint strengths and weaknesses.

Sister Madeline Smith, M.Ed. Assistant Professor
Gwynedd Mercy College

C. 9:00 a.m. - 10:30 a.m.

How to Work Smarter, Not Harder

This session will help identify the causes for working too hard at times. Participants will review strategies that will help them to work smarter.

Blaine Greenfield, Senior Associate Professor
Bucks County Community College

D. 10:30 a.m. - 12:00 p.m.

Teaching Strategies: Questioning and Discussions:

The use of probing questions and appropriate discussions are examined as a way to achieve lesson objectives and facilitate student interaction.

Sister Madeline Smith, M.Ed.

E. 10:30 a.m. - 12:00 p.m.

How to Work Smarter, Not Harder

(See Workshop C above)

Session II - 1:30 p.m. - 4:30 p.m.

F. 1:30 p.m. - 4:30 p.m.

Proposal Writing: Why and How

This workshop will include an in depth presentation of the elements of the proposal, as well as procedures for formulating a strong proposal. Sources of funding for the two-year college will be identified. Discussions of factors that motivate faculty to do research and to apply for external funding will also be included.

Antoinette Schiesler, Ph.D. Director, Office of Research and Special Projects Villanova University

G. 1:30 p.m. - 3:00 p.m.

Teaching Strategies:Teacher Centered Presentations

A review of other teaching strategies that highlight factors in lecture presentations and identification of strategies that complement teacher centered presentations.

Sister Madeline Smith, M.Ed.

H 1:30 p.m. - 3:00 p.m.

Stress Management

Stress is a natural part of human functioning. Research indicates that a person functions best at moderate levels of stress. This workshop will look some of the costs and benefits of stress while exploring techniques to effectively manage it.

Carole Cohn, (Ph.D.) Senior Human Resource Development Consultant, Thomas Jefferson University

I. 3:00 p.m. - 4:30 p.m.

Stress Management

(See Workshop H above)

J. 3:00 p.m. - 4:30 p.m.

Test Taking and Making

This workshop will explore interpretive strategies which students can be taught to become more effective and successful test takers. Methods for constructing fair and challenging objective and essay questions will be examined.

Pat Rizzolo, PhD. Coordinator of Retention Penn State University

THURSDAY, MARCH 3, 1988

SESSION III - 9:00 a.m. - 12:00 p.m.

K. 9:00 a.m. - 12:00 p.m.

Improving Student Retention: Both Inside And Outside the Classroom

This presentation will examine how individual instructors can noticeably improve student retention through the implementation of effective programs and pedagogical techniques that are applicable both inside and outside the classroom.

Pat Rizzolo, Ph.D. Coordinator of Retention
Penn State University

L. 9:00 a.m. - 10:00 a.m.

Cheers II

The history of "Cheers", a non-alcoholic disco/club at West Chester University will be presented. Also included will be an analysis of its first four years, a description of types of programs that have been carried out and its sucesses. Jackie Hodes, Head of the Drug and Alcohol program will also speak of successful, social non-alcoholic programing. Students from West Chester will be a part of the program.

Stephen McKiernan, Director, Cheers II
West Chester University

M. 9:00 a.m. 10:30 a.m.

Assertiveness

Assertiveness leads to effective and empathetic communication which can increase satisfaction in both personal and business relationships. In this workshop, participants will examine assertive behaviors and attitudes that both empower and defeat.

N. Deborah Shoenfeld, M.A. Psychotherapist
Private Practice

N. 10:30 a.m. - 12:30 a.m.

Developing a Core Curriculum

An overview of the developmental process necessary for establishing a core curriculum on the Junior College level will be presented. Also included will be an explanation of different types of core programs that exist in other two and four year institutions.

Nina Haydel, Ed.D Educational Consultant

O. 10:30 a.m. - 12:00 p.m.

Assertiveness

(See Workshop M above)

SESSION IV - 1:30 p.m. - 4:30 p.m.

P. 1:30 p.m. - 3:00 p.m.

Effective Classroom Technique With the Adult Student

The non-traditional adult students often behave and react differently from traditional aged students. They require different kinds of teaching strategies and responses. This workshop will examine various teaching techniques that will speak to the unique qualities that adult learners bring to the classroom and how to allay the initial anxiety that many adult learners exhibit.

Meylan Mills, Ph.D. Director of Academic Affairs
Penn State University

Q. 1:30 p.m. - 3:30 p.m.

A Comprehensive Approach to the Needs of Adults with Learning Disabilities

This presentation will differentiate learning problems from learning disabilities and review the various types of learning disabilities that are frequently seen at the college and adult level. Methods of remediation and intervention will also be presented.

Jules Abrams, Ph.D. Professor and Director
Division of Psychology
Hahnemann University

R. 1:30 p.m. - 3:00 p.m.

How to Plan Organize and Run A Meeting

This workshop will offer an experiencial approach to improve your skills in planning, organizing and running a meeting. Highlights will include gaining insights into your leadership style in dealing with the difficult person, learning to share power, time management and setting agendas.

Joe Davis, M.A. Project Associate
Montgomery County Intermediate Unit

S. 3:00 p.m. - 4:30 p.m.

The Use of Audio-Visual Aids in Effective Lesson Planning

Included in this seminar will be discussions on media environment, general learning theory, lesson design and evaluation. Participants will be able to choose appropriate audiovisual aids and design an effective lesson around them.

Sister Margaret Anne Dougherty, Vice President
Student Services
Gwynedd Mercy College

T 3:30 p.m. - 4:30 p.m.

Counseling Techniques to Use with Students

Good listening techniques are of primary importance when working with students. Included in this workshop will be a discussion on: When to listen to students' problems, and When to refer them to the counselor. Specific listening techniques will also be addressed.

Marglen Delizia M.Ed. Director of Counseling
Manor Junior College
Nancy Salazar, M.A. Director Telephone Counseling
Mental Health Association of
Southeastern PA

U 3:00 p.m. - 4:30 p.m.

Effective Classrom Techniques With the Marginal Student

Institutions of higher education are overwhelmed these days by a great influx of unmotivated and poorly prepared students. This workshop will focus on ways to help these students become effective learners within an environment that will challenge them to achieve academic success. Specific strategies for addressing student deficiencies and lack of motivation will be discussed. A variety of useful resource material will be distributed.

Meglen Mills, Ph.D

4:30 p.m. - 5:00

CLOSURE AND EVALUATION **Room "A"**

ATTACHMENT 2

Instructor

Class Identification

STUDENTS: Read each question. Circle the number below it that tells how frequently it occurs.

I. INSTRUCTIONAL PROCEDURES

A. **CLASS LECTURE:** How often does the instructor lecture for the whole class period?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

B. **DISCUSSION:** How often does the instructor initiate in-depth discussions about the material being presented in class?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

C. **DEMONSTRATION:** How often does the instructor demonstrate procedures or techniques

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

D. **GRAPHICS:** How often does the instructor use audio-visual aids (e.g. charts, pictures, VCR. films, etc.) to help you to learn concepts?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

E. **QUESTIONING:** How often does the instructor ask questions that stimulate thinking and discussion?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

F. **MODEL EXPECTED BEHAVIORS:** How often does the instructor maintain a professional attitude (e.g. punctuality, attire, courtesy, seriousness)?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

G. **INDIVIDUAL INSTRUCTION:** How often does the instructor provide "one-to-one" instruction in or out of class?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

H. **TEACHING TO MODALITY STRENGTHS:** How often does the instructor's teaching style suit your learning style?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

I. **BEHAVIOR MODIFICATION:** How often does the instructor devise methods for you to use to keep a positive attitude and be successful in class?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

J. **FEEDBACK:** How often does the instructor answer your questions in a satisfactory, understandable manner?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

II. STUDENT ACTIVITIES (out of class)

K. **HOMEWORK ASSIGNMENTS:** How often are the assignments well-designed, thoroughly explained, and promptly returned?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

L. **PREVIEW READING ASSIGNMENTS:** How often does the instructor discuss reading assignments before you read them?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

M. **STUDY GUIDES:** Does the instructor provide study guides to assist you while you are reading assignments?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

N. **USE PROFESSIONAL LITERATURE:** How often does the instructor require you to read professional literature?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

O. **SMALL GROUP PROJECTS:** How often does the instructor ask you to do outside projects with one or two other students?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

III. STUDENT ACTIVITIES (that take place in class)

P. **TEXTBOOK:** How often is the information in the textbook related to the work in class?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

Q. **"HANDS ON" EXPERIENCE:** How often does the instructor provide opportunities for you to use the equipment that is discussed or demonstrated in class?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

R. **SMALL GROUP:** How often is the class divided into small groups to work on tasks in the classroom (e.g. lab procedures, problem solving)?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

IV. **INSTRUCTOR PREPARATION**

S. How often is the instructor well-organized and prepared for the whole teaching session?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

V. **EVALUATION**

T. **PREPARATION:** How often does the instructor have a review session before a test?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

U. **TESTING:** How often do the exams test what you have studied?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

V. **SELF-EVALUATION:** How often have you had the opportunity to evaluate how well you are doing in this course?

1	2	3	4	5
Never	Infrequently	Moderately	Frequently	Always

PERSONNEL DEVELOPMENT CONFERENCE

Marlyn Alkins	Instructor - English	Arts & Science Division
Sr. Anne	Librarian	
Bonnie Blackman	Instructor - Adm. Secretarial	Business Division
Carol V. Bloom	Expanded Functions Dental Assisting Advisory Committee	Allied Health Division
John E. Boyd	Director - Learning Center	
Michelle Briddell	Admissions Counselor	Admissions
Jean Callahan	Administrative Assistant	Admissions
Sr. Cecilia	President - Manor Jr. College	Administration
Sr. Celine	Academic Dean	Administration
Caren Chieroth	Student - Expanded Functions Dental Assisting (EFDA)	Allied Health Division
Bev Cooper	Instructor - EFDA	Allied Health Division
John Dawkins	Instructor	
Terri DeLisi	Coordinator - EFDA Instructor - EFDA	Allied Health Division
Marylou Delizia	Director of Counseling	
Jean Drach	Business Manager	Allied Health Division
Judy W. Eckenrode	Director - Medical Laboratory Technology (MLT) Instructor - MLT	Allied Health Division
Vicki Fella-Pleier	Instructor - Chemistry	Arts & Science Division
Madeline Fetter	Instructor - Business	Business Division
Sandy Fleming	Coordinator of Continuing Ed.	Continuing Education Div.
Bob Foultz	Financial Aid	
Sr. Francis	Dean of Students	
John E. Gibson	Hospital Coordinator - MLT	Allied Health Division
Esther T. Goldman	Acting Coordinator & Instructor - Secretarial Science	Business Division
Mary Kay Gordon	Director of Development	
Patricia A. Himes	Instructor - Court Reporting	Business Division
Carole Hitchcock	Instructor - Communications	Arts & Science Division
Charles Horner	Instructor - Business Administration	Business Division
Debra V. Irvin, D.D.S.	Clinical Instructor - EFDA	Allied Health Division
Christine M. Izak	Curator UHSC/Special Events Coord.	
Mary Jamison	Instructor - Optometric Technician Program (OPT)	Allied Health Division
Sr. Jonathan	Instructor - Chemistry	Arts & Science Division
Janet Klinck	Secretary	Business Division

Anne Knop	Chairman, Division of Arts & Science Division, Instructor - Philosophy	Arts & Science Division
Sr. A. Ann Laszok	Instructor - Religion	Arts & Science Division
Marie Lawrence	Recruitment Coordinator/Continuing Education	Continuing Ed.
Faith McCracken	P.R./Development Assistant	
Emily McDevitt	Instructor - Medical Assisting (MA)	Allied Health
Barbara McGivern	Secretary	Arts & Science Division
Catherine Muhr	Director OPT Program Instructor	Allied Health Division
Elizabeth Owens	Director MA Program	Allied Health Division
Greg Pasquarello	Instructor - Freshman Seminar	
Tessa Rappaport	Instructor - MLT Program	Allied Health Division
Elaine Ratner	Coordinator - Early Child Care & Human Services - Instructor	Arts & Science Division
Ira Lee Riddle	Instructor - Learning Center - Math	
Gail Rosenberg	Instructor - Psychology	Arts & Science Division
Nancy Salazar	Counselor	
Chris Sandorello	Director Animal Science Program Instructor	Allied Health Division
Daryl Schlifer	Student - EFDA	Allied Health Division
Joanna J. Seemiller	Instructor - Accounting	Business Division
Mady Seltzer, Ph.D.	Instructor - English	Arts & Science Division
Judy Smith	Instructor - Business Administration	Business Division
Joseph Stoutzenberger	Director of Campus Ministry	
Joan Stroud	Instructor - MA	Allied Health Division
Eileen Suffet	Director of EFDA Program Assistant Academic Dean	Allied Health Division
Becky Talasnik	Office Manager - Dental Health Center	Allied Health Division
Miriam Tehrani	Secretary - EFDA	Allied Health Division
Jeannette Ullrich	Secretary - Student Services	Student Services
Joanne M. Villante	Instructor - EFDA	Allied Health Division
Leigh Ann Walker	Admissions Counselor	Admissions
Glenn Walsh	Instructor - Philosophy	Arts & Science Division
Mary Anne Whitehead	P.R. Director	
Nancy Brown Wildasin	Director of Continuing Education	Continuing Education
Dr. Bernard Witlin	MLT Advisory Committee	Allied Health Division
Jeanne Wurtz	Computer Coordinator/Instructor	Business Division
Marie Zecca	Admissions Director	Admissions
Lynne Zwanetsky	Acting Director - Court Reporting Instructor - Court Reporting	Business Division